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ABSTRACT

Included in this newletter are the following titles: AACTE Responds to PL 94-142 in National Workshop; Public Law 94-142: A Call for a Profession with Values; Deans' Grants Institutions Initiate Change; and Organizational Perspectives: PL 94-142 and Inservice Personnel Development. References are provided. (DS)

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TEACH

Teacher Education and Children with Handicaps

DEDICATED TO THE IMPROVEMENT OF PERSONNEL PREPARATION PROGRAMS FOR ALL EDUCATORS FOR EDUCATING THE HANDICAPPED

Vol. 1, No. 1 January 1979

AACTE RESPONDS TO PL 94-142 IN NATIONAL WORKSHOP

Forty-eight key leaders in teacher education around the country will participate in the AACTE National Leadership Training Workshop on Education of the Handicapped in St. Louis, Missouri on January 10-12, 1979. Participants will be AACTE State Presidents and State Liaison Representatives, the majority of whom are heads of schools, colleges, and departments of education.

The Workshop will focus on issues facing higher education in the implementation of PL 94-142, the Education for All Handicapped Children Act, and Sections 503 and 504 of the Rehabilitation Act of 1973. It is held in connection with the Conference on Preparation of Professional Personnel for Educating the Handicapped sponsored by the Deans' Grants Project at the University of Missouri-Columbia, directed by Dean Bob Woods. The combination of participants will thus enable the increased sharing of knowledge by representatives of institutions with Deans' Grants that are currently active in modifying their teacher preparation programs in response to PL 94-142.

Prior to the Workshop, the AACTE State Association leaders will study advance resource materials and will collect data within their respective states on personnel development, state certification requirements for regular educators, state legislation, and preservice and inservice training activities relating to PL 94-142.

During the Workshop, they will compare data, identify issues for higher education in implementing the Act, react to presentations on the implications of the legislation for personnel preparation programs and formulate plans of action for higher education within their own states. Edwin Martin, Deputy U.S. Commissioner of Education and Director, Bureau of Education for the Handicapped, will deliver the keynote address to the combined groups. Among the other featured speakers are the AACTE leaders, Deans' Grants Project Directors, and staff of the National Support Systems Project, as well as persons representing additional perspectives on educating the handicapped. After the Workshop, the AACTE State Leaders will take steps to revise and implement their plans, with most expected to hold state training workshops in the spring of 1979.

This Workshop marks the first major activity of AACTE's BEH-funded project on "Institutional Capacity Building to Support PL 94-142." The project, which is being implemented with the cooperation of AACTE's Advisory Council of State Representatives, aims to assist schools, colleges, and departments of education to respond to the mandates of the federal legislation and to build leadership and stimulate action among higher education professionals in response to its challenges. The Association has previously related its commitment to equal educational opportunity and response to individual differences through its policy statement, "Beyond the Mandate: The Professional Imperative." The project is guided by the AACTE Committee on Education of the Handicapped, consisting of Dean Corrigan, University of Maryland, Chairperson; Georgianna Appignani, Kean College of New Jersey; Percy Bates, University of Michigan; Allen Myers, University of Minnesota at Duluth; Catherine Morsink, University of Kentucky; Bert Sharp, University of Florida; and Mark Smith, University of Arizona. TEACH (Teacher Education and Children with Handicaps), the periodic publication of the Project, will monitor the project activities as well as provide a forum for exchange of activities within higher education relating to PL 94-142 and Sections 503 and 504 of the Rehabilitation Act of 1973.

PUBLIC LAW 94-142: A CALL FOR A PROFESSION WITH VALUES

The Education for All Handicapped Children Act, Public Law 94-142, received a clear mandate in the Congress of the United States. It was passed by a vote of 404-7 in the House of Representatives and 87-7 in the Senate. This Act is the most important piece of educational legislation in the history of this country. With its far-reaching implications for schools and colleges, *it could be the vehicle through which education emerges as a profession.*

The roots of this Act can be found in the Civil Rights movement of the 60's. The same rationale of the harmful effects of segregation found in the Civil Rights movement influenced the thinking of advocates for the handicapped. A strong coalition of parents and civil rights lawyers, legislators and public servants fought first the denial of education to children with handicaps, and then the emerging practice of segregated classes for exceptional children. They were active and successful in the courts and in the legislatures. Spurred by their successes, they continued their hard work until their efforts culminated in the powerful mandate of PL 94-142.

Congressional testimony on the law indicates that the basic rationale in support of providing access to equal educational opportunity for persons with handicaps is that they are *human beings* living in America and therefore have a right to *access* to equal educational opportunity, *even if it costs more to provide it.* The Act marked a change of focus from children's handicaps to their learning needs, from segregated classrooms and institutions to "appropriate" education in the least restrictive environment. The barriers between so-called "regular" and "special" education were declared to be down.

As we implement the educational concepts in PL 94-142, we must keep in mind that this Act calls for social and political as well as educational reform, or our strategy for

(continued on page 2)

change will not succeed. If we ever needed a specific example of the use of education and educators for social reform, this Act is it.

Implications for Schools

The Act identifies the regular classroom as the "least restrictive environment" unless another setting is prescribed as more appropriate to meet the child's special needs. If other settings are used, movements to such settings must be justified. The implications of using the regular classroom are enormous, not the least of which is that *all* educators must now be educationally prepared to work with persons with handicaps. This calls for a change in roles, and especially a change in roles for special educators. They will become members of an instructional team in which they will share their expertise with other members of the team, as well as students. Further, since some state laws extend educational services to the handicapped from age one beyond age twenty-one, a number of agencies that work with these age groups will be involved. Thus, school personnel must now view themselves as part of a human service delivery system rather than a school system.

For years educators have talked about individually designed education and about the need for parental involvement in education. PL 94-142 now requires them both. Parents must sign-off on a plan which is designed to meet the child's individual educational needs and must be consulted throughout the process of placing the child in an "appropriate" educational setting. How these child-parent-teacher relationships are developed will be critical both in achieving the goals of this Act and in restoring the public's confidence in its schools.

The Act has implications for other educational practices. The individualization requirement calls for a continuous reporting with diagnostic profiles describing each student's unique growth. The marking system and the illegitimate comparisons it makes, the pressure it creates and the failure it produces, must go the way of all outmoded practices. It will do little good to place children with handicaps in regular classrooms and flunk them, or deny them a high school diploma based on standardized evaluation systems. In order to allow teachers and students to develop individualized-personalized relationships, we must also eliminate overcrowded classrooms.

American schools must now be based on the principle of "no rejects." Students must know what they can do to achieve a *success* experience. Curricular tracking which fosters a caste system and the grade level lockstep which ignores what we know about the ways unique selves develop, must be eliminated. The school must develop ways to utilize the individual's own rhythm, own learning speed, own style of learning and own exceptionality.

Implications for Teacher Education

If the law has profound implications for our schools, it also must affect the institutions that train the teachers who work in them. The most vivid truth that emerges from my analysis of the goals and concepts included in PL 94-142 and of teacher education, is that we will not succeed if special education is kept in a conceptual framework apart from regular education at any level of the educational spectrum. Until we get rid of this dualism in our teacher education institutions, our public schools will continue to be a mirror image of the conditions present in teacher education. Therefore, we must prepare *all* teachers to implement the concepts in PL 94-142. We must reform *all* aspects of teacher education, not just special education departments.

We are not faced with an impossible challenge. Nor, however, are we dealing with a teacher education situation which can be corrected with minor tinkering. A major shakeup is needed in the form and substance of teacher education from the first introduction to the teacher education program through the entire career of the teacher. Reform must move in both directions. . . to teacher education institutions as well as to schools.

The professional status of teaching and teacher education will be recognized when the corpus of validated knowledge and skills to which teachers and teacher educators subscribe is clearly identified and the public recognizes that the teaching profession possesses the skills and knowledge to perform a service that is a matter of life and death to this society and its people. Implementing the concepts in PL 94-142 would constitute such a demonstration.

Implications for the Teaching Profession

Whether or not this vision of education and of teacher education becomes a reality will depend on the response the teaching profession makes in the days ahead. What is needed most of all is a moral stance on the issues raised by PL 94-142. How far should the majority go in accommodating to the needs of the minority? Is it the school's and teacher education's responsibility to teach this generation of children and parents to *learn how* to take responsibility for assuring the rights of others?

There never was a time when human values were so much in demand in our profession. Values serve the same function for a profession as roots serve for a tree. They pump vitality into a profession and fashion its character. If educators and education are to become effective instruments for social progress, we must restore a sense of social purpose to all levels of the educational system.

The times call for a new generation of tough-minded, politically astute educational human rights activists who are supported by a strong professional association which has the courage and knowledge *to take a stand.* It is unlikely that an educational event of such powerful human consequences will recur in our professional lifetime. The opportunity for teaching to become a "real" profession is now.

(Excerpted from an article appearing in the November/December, 1978 issue of the *Journal of Teacher Education* by Dean C. Corrigan, Dean, College of Education, University of Maryland)

Opening doors of opportunity to disabled students

DEANS' GRANTS INSTITUTIONS INITIATE CHANGE

Since 1974, the Bureau of Education for the Handicapped (BEH) has funded approximately 80 colleges and universities throughout the nation to make teacher education responsive to the needs of handicapped children. These institutions are recipients of the so-called "Deans' Grants." The immediate goal of the Deans' Grants Projects has been to increase the knowledge and skills of regular educational personnel to more effectively meet the challenges for education for the handicapped mandated by PL 94-142. As the projects have progressed, many of those involved have realized that they have the potential for bringing about a long overdue change in the total educational system. *Thus, the original goal may expand into the larger goal of reconceptualization of teacher education, itself, and the task of institutional change.*

Critical to the success of the Deans' Grants projects has been that a person with wide-ranging authority, such as the Dean of the College of Education, direct the project. That person must have the capability for bringing about change in the conceptualization of the teacher preparation program and must involve the entire faculty, not just the special education faculty, in implementing those changes. Interaction among the Deans' Grants Projects is facilitated through the National Support Systems Project (NSSP) at the University of Minnesota, headed by Maynard Reynolds. The efforts thus far of some of the Deans' Grants Projects are reported by Judith K. Grosenick and Reynolds in the book, *Teacher Education: Renegotiating Roles for Mainstreaming.*

Some of the colleges and universities have used the grants to rework basic course contents and structures or to produce training materials for use in new systems of teacher preparation. Others have concentrated on faculty commitment and staff development. Some are negotiating with school districts for practicum sites that demonstrate appropriate educational programs for handicapped children and are grappling with the need to assist schools in implementing massive inservice training programs to accommodate new requirements of PL 94-142. According to Reynolds, "progress is very good" in responding to PL 94-142, and "new leaders are appearing."

While achieving some measures of success, difficulties have surfaced as well. Among those cited by Grosenick and Reynolds are how to prepare faculties for reconceptualization of the teacher-training curricula, general institutional inertia toward change, limitations on needed resources, particularly limited time, and perceptions of professional autonomy. Reynolds observes that most school of education faculty are ready to advocate the concept of mainstreaming if they can reconcile it with their individual views of their professional roles. He concludes by saying, *"It is broadly recognized that mainstreaming presents a basically moral issue for all of society, and that the direction of the movement is correct. So, even after all the difficulties are examined and ventilated, people are tending to stay on task."*

> "Teacher education needs a hard examination as to *what is essential.* The time is here when teacher educators must reach some agreement on what is essential—what *minimum competencies* and what *conditions are necessary* for an adequate teacher education program. Teacher education has suffered because of a failure to agree. PL 94-142 is the law of the land. It is a mandate and implementation is underway. Higher education personnel cannot afford the luxury of much time. We cannot afford to spend unnecessary time on debate and philosophizing about the merits of the guidelines."
>
> Bert L. Sharp
> Professor of Education and former Dean,
> College of Education, University of Florida, Gainesville

Organizational Perspectives: PL 94-142 and Inservice Personnel Development

Although PL 94-142 signals the second major intervention in the education of disadvantaged children after the Elementary and Secondary Education Act, it has not been until recently that the implications of this legislation have been realized. By 1982 it is intended that the federal government will assume a major role in providing for the excess costs incurred in meeting the educational needs of the handicapped. It is anticipated that more than three billion dollars will be appropriated annually: 75 percent flow-through to local education agencies (LEA) and 25 percent to state agencies.

Each state and local agency is not only required to implement the law for the education of the children but to develop and implement a personnel development plan to assure properly trained personnel will meet the educational needs of these children. The law states that to be eligible for funds each state education agency (SEA) shall submit a *State Plan* which includes a description of programs and procedures for personnel development. Although the law does not prescribe the type or activity of personnel development, references to needs for *inservice* personnel training focuses the responsibility on the LEA with the involvement and approval of the SEA. However, no section of the law describes what is expected of schools, colleges, and departments of education (SCDEs) and how their abilities are to be used in meeting the development and implementation requirements of the law, particularly as it relates to inservice training.

Consequently, unless a major analysis is made of the functional capacity of SEAs and LEAs to offer effective inservice training models, implementation of 94-142 may be permitted to fall to rhetoric because operations strategies cannot be designed quickly enough to respond to its personnel and curriculum challenges.

SCDEs, their accredited programs, their research and curriculum development capability, their buildings, facilities, libraries, administrative systems, physical plants and faculties must be quickened into action in order to develop an appropriate responsiveness to this new challenge. SCDEs must collaborate with SEAs and LEAs to hasten the implementation of 94-142. In order to do so, the role of SCDEs in developing properly trained personnel (inservice and preservice) must be clearly specified and become operational. The dollars flowing through SEAs and LEAs must not become the defacto design for meeting the personnel challenges of 94-142. Teacher education programs are among the oldest institutions in our country. As an organization, the capacity of SCDEs to respond to the quality dimensions of 94-142 must not be underestimated.

This is an historic moment in education, not only because schools are expected to provide effective education for a wider range of students, but because in some possibly unintentional ways schools of education are perceived as more of the problem than the solution. The realities underlying this assumption must be assessed. The capacity of teacher education institutions must be strengthened in an appropriate and timely manner if the goals of 94-142 are to be indeed realized.

Georgianna Appignani
Dean, College of Education
Kean College of New Jersey

REFERENCES FOR TEACHER EDUCATION AND PL 94-142

The following may be helpful as resources in teacher preparation programs. This page should be copied prior to returning the Reader Response Form on page 5.

- *A Training and Resource Directory for Teachers Serving Handicapped Students K-12.* Washington, D.C.: The Office for Civil Rights, U.S. Department of Health, Education and Welfare, 1977. Kapisovsky, Workman and Foster. A compilation of resources for regular classroom teachers to assist them in accommodating handicapped students.
- *Education of the Handicapped.* Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037. An independent bi-weekly news service on federal legislation, programs and funding for special education.
- *Education Policy and the Education for All Handicapped Children Act (PL 94-142).* Washington, D.C.: The Institute for Educational Leadership, 1977. Bruce O. Boston. A report of regional conferences held in 1977 which had the purposes of providing information, a forum for concern about PL 94-142 at the state level and linkages between state and federal government leaders. Also contains an appendix of resources. ($2.50)
- *Futures of Education for Exceptional Students: Emerging Structures.* Minneapolis, Minnesota, 1978. Available from the Council for Exceptional Children.* Maynard C. Reynolds, (Ed.). A collection of papers prepared for the 1977 conference on "The Future of Special Education and Its Implications for Personnel Preparation."
- *Generic (I) and Specialized (II) Competencies for Shared Responsibility (Mainstream) Roles.* Coral Gables, Florida: University of Miami Special Education and Technical Assistance Training Center, 1976, (Mimeo). Philip H. Mann. Checklist of minimum educator competencies in key areas of preparation.
- *Guide to the Section 504 Self-Evaluation for Colleges and Universities.* Washington, D.C.: National Association of College and University Business Officers, 1978. G. Richard Biehl. Provides guidance and a format for the required self-evaluation of colleges and universities that are subject to the requirements of Section 504 of the Rehabilitation Act of 1973.
- *Guidelines for Personnel in the Education of Exceptional Children.* The Council for Exceptional Children,* 1976. Jean R. Hebeler and Maynard C. Reynolds. This publication is designed to assist in the development and maintenance of competencies and understanding necessary at all levels of preparation and performance of teacher education. Recruitment and selection, preparation programs, criteria for licensure are discussed. ($3.50)
- *How Can Tests be Unfair? A Workshop on Nondiscriminatory Testing.* The Council for Exceptional Children,* 1975. Jean Nazzaro. Complete workshop package to allow participants to experience test biases which may be encountered by exceptional children. ($35.00)
- *IEP. Individualized Education Programming: The Role of Child Study Teams for Exceptional Students in Idaho.* Boise, Idaho: Division of Special Education, Idaho State Department of Education, 1976. Fred Russell, et al. A complete manual for the conceptualization, development writing, implementation and evaluation of IEPs, approached from the context of child study teams. (Free)
- *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook.* The Council for Exceptional Children,* 1974. Thiagarajan, Semmel and Semmel. How to develop lesson plans, specify behavioral objectives, including learner analysis, format selection, evaluation design. Final sections on evaluation and dissemination. For teacher educators, teachers, and classroom aides. ($6.65)
- *Journal of Teacher Education,* November/December 1978, issue. American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036. Features current perspectives on educating the handicapped and the role of higher education. ($3.50)
- *Mainstreaming: Teacher Training Workshops on Individualized Instruction.* The Council for Exceptional Children.* Barbara Aiello. Four inservice teacher training workshops for use with regular classroom teachers and special educators. ($30.00)
- *Psychological Consultation: Helping Teachers Meet Special Needs.* The Council for Exceptional Children,* 1975. Clyde A. Parker, (Ed.). Services and practices which help special and regular teachers, administrators and support personnel work together for the education of exceptional children. ($5.00)
- *Statewide Cooperative Manpower Planning in Special Education: A Status Study.* Department of Special Education, University of Missouri-Columbia, Columbia, MO, 65201, 1976. Richard Schofer and Robert McGough, (Ed.). State-by-state review of manpower planning for special education, with recommendations. (Free)
- *Teacher Education: Renegotiating Roles for Mainstreaming.* Minneapolis, MN, 1978. Available from The Council for Exceptional Children.* Judith K. Grosenick and Maynard C. Reynolds, (Eds.). A collection of papers from colleges and universities with Deans' Grants Projects that are involved in revising the philosophy, content, and structure of their teacher education programs in response to PL 94-142.
- *Teacher Training in Special Education.* The Council for Exceptional Children.* Wright, Prehm, Logan, Lilly, Carriker, Lord and Abraham. 60 minute cassette on alternate delivery systems for teacher training. ($10.00)
- *Teaching Exceptional Children in All America's Schools.* The Council for Exceptional Children,* 1977. Maynard C. Reynolds and Jack W. Birch. A textbook for use in the preparation of all preschool, elementary, secondary and special subject teachers as well as administrators or specialists involved with the education of exceptional children.
- *The Education for All Handicapped Children Act (PL 94-142): Preserving Both Children's and Teachers' Rights.* The American Federation of Teachers, AFL-CIO, 11 Dupont Circle, Washington, D.C. 20036, 1978. Marilyn Rauth. A pamphlet in question and answer form that deals with common concerns raised in the implementation of the law. (Single copy free)

* The Council for Exceptional Children,
Publication Sales, 1920 Association Avenue
Reston, VA 22091

READER RESPONSE FORM

We are interested in making this publication maximally useful to some 3,000 readers across the country—to those educators who have a stake in improving personnel preparation programs for all teachers for educating the handicapped. Please take a few minutes to share with us what efforts are underway at your institution/school or in your state to improve teacher education in response to PL 94-142. Return this response form to Diane Merchant, Assistant Project Director, AACTE, Suite 610, One Dupont Circle, Washington, DC 20036. Include additional informational items as appropriate.

(Please print or type)

1. **Conferences, seminars, workshops** (include dates and location):

   _____

   _____

2. Curricular modifications in pre-service teacher education programs:

   _____

   _____

3. Inservice education activities:

   _____

   _____

4. **Publications, articles. . .** (Please enclose copies):

   _____

   _____

5. Training materials, teaching resources (Please enclose copies):

   _____

6. Key personnel who have expertise in training school personnel (pre- and inservice education) to respond to PL 94-142: (name and address)

   _____

   _____

7. Other: _____

   _____

   _____

ABOUT TEACH

1. What can we do to make TEACH more useful to you?

   _____

   _____

2. What features of TEACH are most helpful to you?

   _____

   _____

Name and Title _____

Institution or Organization _____

Address _____

Telephone _____

INFORMATION EXCHANGE

One of the purposes of TEACH is to provide a vehicle for the exchange of information about events and programs which are designed to respond to PL 94-142 and Sections 503 and 504 of the Rehabilitation Act of 1973. Readers are encouraged to complete the response form on page 5 and mail to the Project Staff so that such information can be shared widely. It is not the intent of this column to identify the entries as exemplars; rather, to show alternative approaches.

- A conference on Training Materials for Use in Integrating Special Education into Regular Education Preparation Programs will be sponsored by the Special Education Manpower Project of Massachusetts on February 2, 1979. Contact: Cynthia Gilles, 31 St. James Avenue, Boston, MA 02116 (617) 727-5770

- An information line on integrating handicapped students into campus activities and complying with federal regulations for the handicapped is operated by the Higher Education and the Handicapped Resource Center (HEATH). Contact: Rhona Hartman, Suite 780, One Dupont Circle, Washington, D.C. 20036 (202) 293-6447 (Tuesday, Wednesday and Friday afternoons)

- The National Association of College and University Business Officers (NACUBO) is directing a special problem-solving task force to develop consensus positions from higher education and handicapped persons on particularly difficult issues related to Section 504. The positions will be presented to HEW's Office of Civil Rights for agency consideration in Section 504 enforcement. NACUBO requests that input be directed to: G. Richard Biehl, One Dupont Circle, NACUBO, Suite 510, Washington, D.C. 20036 (202) 296-2344

- The State of Ohio Education Deans' Task Force has recently published a report of "Ohio Higher Educators' planning for the Education For All Handicapped Children: Report of A Survey." For further information contact: Thomas M. Stephens, Director of the Task Force, State Department of Education, Columbus, OH

- The Department of Special Education at Rhode Island College in collaboration with the Rhode Island Department of Education, has been conducting inservice education programs, based on a peer-training model, to meet the requirements in PL 94-142. Contact: Joseph McCormick, or Judith DiMeo, "Shared Responsibilities for Inservice Special Education," Peer Training Model, Horace Mann 060, Rhode Island College, Providence, RI 02908.

- Interdepartmental teams at the University of Kentucky have developed several instructional modules to provide preservice teachers with attitudes, knowledge and skills necessary for accommodating handicapped children in their educational programs. Special attention has been paid to student evaluation of the usefulness of topics and materials to their inservice experiences. For further information contact: Henry P. Cole, Department of Educational Psychology and Counseling, College of Education, University of Kentucky, Lexington, KY 04506.

- For the past ten years, the University of Vermont has been conducting a Consulting Teacher Program in collaboration with the Vermont State Department of Education, U.S.O.E., Bureau of Education for the Handicapped, and local Vermont School Districts. This program prepares Consulting Teachers who train and assist regular classroom teachers in accommodating the special needs of handicapped children. For more information regarding this project contact: Martha F. Knight, Chairperson, Special Education, Waterman Building, 499-B, University of Vermont, Burlington, Vermont 05401.

TEACH, issued periodically, reflects the Association's commitment to the advocacy of total responsiveness to individual differences, whatever their nature. Specifically, it addresses the improvement of personnel preparation programs for all educators for educating the handicapped.

TEACH is developed and disseminated as an activity of AACTE's Project Institutional Capacity Building to Support PL 94-142, and funded by the Bureau of Education for the Handicapped, USOE. The Project's Advisory Council is chaired by Dean C. Corrigan, Dean, College of Education, University of Maryland. AACTE's Advisory Council of State Representatives, the major dissemination and training network for the Project, is chaired by Mark C. Smith, Associate Dean, College of Education, University of Arizona.

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